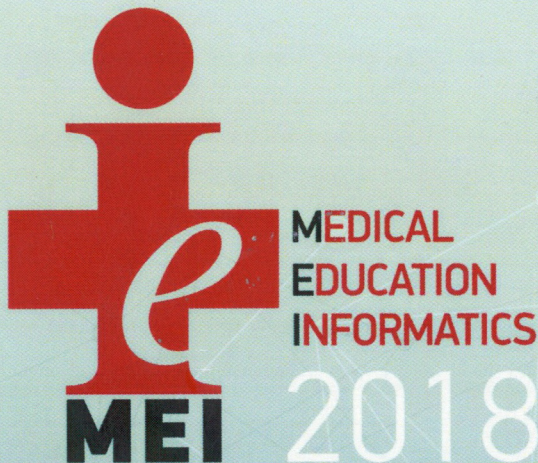


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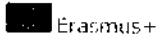
# 3<sup>rd</sup> International Conference on Medical Education Informatics

CONFERENCE PROGRAMME &  
BOOK of ABSTRACTS



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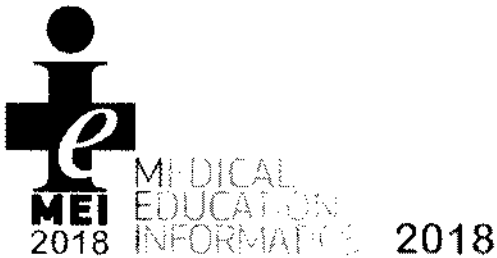
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*of*

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**Leeds Institute of Medical Education, School of Medicine,  
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## Quality Analysis of mastering of discipline "Paediatrics" in the frames of the grant project TAME: Training Against Medical Error

**Authors:** A. A. Kuznietsov, Yu. F. Polkovnikov, A. S. Pavlenko

Zaporozhye State Medical University, Ukraine

One of the ways to optimize teaching clinical disciplines for students of higher medical educational institutions is a usage of virtual patients with non-linear scenarios for defining the most effective diagnostic and disease management. The above mentioned approach is realized in the frames of the international educational Project TAME: Training Against Medical Errors (Erasmus+561583-EPP-I-2015-I-KZ-EPPKA2-CBHE-JP(2015-2944/001-001) aimed at avoiding medical errors. During the trainings the students can conduct the most effective diagnostic and disease management using non-linear scenarios and further analysis of the made mistakes. Pedagogically this project solves the fundamental problem in clinical management - to teach students to make the right decisions without compromising the patient's safety. For further optimizing the teaching of clinical disciplines it is expedient to define the structure of students' mistakes in determining the most desirable Virtual Patients management through the example of study in the frames of the international educational project TAME.

The abovementioned technology and D-PBL methodology were implemented in context of training of 64 students of the Medical Faculty No2 of the Zaporozhye State Medical University on the specialty "Paediatrics". Students were divided into 2 equal groups (32 students in each group) - students of the 1st group studied "branch" cases, linear cases were for the 2nd one. The control group consisted of 32 students who studied according to the traditional educational system. The students were offered 6 cases to identify the most efficient management of Virtual Patients who were children. The pre-assessment of the students' knowledge was conducted using 54 MCQs (Multiple Choice Questions), prepared by the corresponding staff of ZSMU. Another 54 MCQs, provided in the frames of the Project, were used to identify the sustainability of knowledge 6 months after the tutorials. The Paediatrics sub-test rate value of the correct answers of the State Licensing Examination KROK-2 was used as well.

The initial performance level of the students of branch, linear and control groups was not of big difference. The rated value of the correct answers in the mentioned groups equaled to respectively 79%, 72% and 74%. 6 months after the tutorials the performance level in Paediatrics significantly differed by MCQ questionnaire (41% of the branch group vs. 30.0% of the control group, Pearson's chi-squared test  $p < 0.05$ ), while the rated value of the branch group was higher than the one in the linear group, respectively 41% and 38%.

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The analysis of the sub-test "Paediatric profile" of the State Licensing Examination KROK-2 was also conducted. The rated value was the highest in the group of students who studied branch VP cases (83%) in comparison with the linear group (78%) and the control group (78%).

Consequently, the quality of studying the Paediatrics discipline while using the D-PBL training methodology and Virtual Patients within the framework of the international TAME project is higher in comparison with linear cases usage and training in accordance with the traditional system.